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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the fourth grade level, the units are: conservation, jobs in Virginia, the restaurant, television, self-awareness, city employees, and the world of work. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THIS IS MY LIFE

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

CE004000

INTRODUCTION TO: This is My Life

This unit is designed for the fourth grade class and will serve as an introduction to a guidance program which will continue throughout the school year. Knowledge of self is an integral part of the career awareness program. This unit is intended to be correlated with chapters 1 and 12 of the fourth grade health text, Health by Byrd, Neilson, and Moore(Laidlaw).

BROAD OBJECTIVE: To help children become aware of themselves.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	(Autobiography, self-portrait, and photo put in folder.)	
1. "All About Me" bulletin board-each child will prepare a bulletin board about himself(for one week). During this week, the child will also be the classroom helper. He may choose someone to help him, if he wants to.		Portable bulletin board.
2. Guidance counselor will introduce her services. Throughout the year the counselor will conduct group guidance sessions.		Guidance Counselor, Mrs. Moore
3. Guidance counselor shows filmstrip.		"Who Am I", Eye Gate, 1968.
4. Who am I?	Show filmstrip.	Filmstrip and record: A Very Important Question - SRA Responding, Stage 2. Focus on Self-Development Kit.
5. When you look in the mirror-what do you see?	Have children describe their features as they look in mirror. Have two children look in mirror and describe each other.	Full length mirror or individual mirrors.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What are you like with your friends, your family, in class?	Write a short paragraph on each telling how you feel and act in each situation.	
7. Do you feel happy most of the time? Unhappy?	Folders started here.	Start self-profile bulletin board-children will bring pictures, drawings, and write facts and figures of their lives. Use 2 children at a time and let them have board 2 days.
	Cut pictures from magazines showing these feelings. Cut pictures from magazines showing things that make them happy and unhappy. Children write captions for the above pictures and display.	Magazines Newspapers
8. Do you like yourself?	Make a list of likes and dislikes about your self.	Ch. 1 in health book to motivate discussion. Byrd, Oliver E. Byrd, M. D., Health, Laidlow Brothers, Ill. 1966.
9. Do you think you would want yourself for a friend if you were another person?	Discussion of what a friend should be.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
10. What are some things you like to do? a. do you like to do new things? b. do you like to work with your hands? c. do you like to read? d. do you like to talk? e. do you like to do things with other people? f. do you like to do things by yourself? g. do you like to play school? if so, which do you like to be, the teacher or the student?	Discuss questions under number seven. Prepare bulletin board "Things We Like To Do." Have each child bring a picture showing the thing he likes to do most. Have list of children's names on bulletin board. Pin string from picture to the name.	Pictures from magazines. String or yarn. Pins. Invite school counselor into class to meet children and have informal contact.
11. Do you like to pick out your own clothes to wear to school?	Have children bring pictures of clothes they like to wear. Have children wear their favorite outfit to school. Make color chart. Discuss different colors. Children can make poster showing how their favorite color is used in life. (Example: red-stoplight, stop sign, fire engine, emergency light, Santa Claus suit, etc.)	Magazine pictures. Poster paper.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
12. What is your favorite food?	Have each child bring a piece of their favorite food from home. (May bring a picture.) Discuss with the class-telling what it is, why they like it, etc.	Food or picture
	Make a chart of the basic foods. Discuss why we need all of these foods.	
	Have each child plan a meal-cutting out the different foods and pasting them on a paper plate. Display these plates and have children compare the different meals.	Paper plates. Magazines.
13. Do you have a best friend? What makes you all best friends?	Have each child write a short paper telling about his best friend-being sure to point out good and bad points.	
14. Is everyone like everyone else?	Have each student write an auto-biography. Allow children to read each others autobiography and see that everyone is different.	
	Self-portrait.	Drawing paper.
	Bulletin board of self-portraits matched with photos brought from home.	
	Start individual folders or booklets about self and careers to be kept throughout the year.	Tab folder for each child.

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   Byrd, Oliver F. M. D. Health. Laidlow Brothers, 1966.

2. Filmstrips:

   Focus on Self-Development, Stage Two: Responding Kit. SRA, 1971.

   Getting to Know Me series. Cathedral Films, 1969.

   Who Am I. Eye Gate, 1968.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CONSERVATION

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: Conservation

This unit on conservation is designed for the fourth grade class. It begins in the geographical area of the student involved. An investigation is initiated in the familiar localities of the mountains and valleys of Western Virginia and continues throughout the school year incorporating the curriculum of the fourth grade.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Map study of geographic areas of Virginia will form an understanding of environment and conservation needs in local situation. Give the students the addresses where they can write to investigate the occupations available in conservation.	Materials needed: 1. Mimeographed maps of Virginia for each child. 2. Colored pencils Materials to senf for: 1. Conservation Occupations U.S. Department of Labor Bureau of Labor Statistics Washington, D. C. 20212 2. Career Employment in the National Park Service Washington, D. C. Department of Interior, 1961. 3. Superintendent of Documents U.S. Government Printing Office Washington, D. C. 20402 4. Department of Commerce Game, Fish-Conservation Richmond, Virginia

BROAD OBJECTIVE: To help the children become aware of careers in the area of conservation of water, woodlands, soil and wildlife and to understand how individual talents and interests of students may develop into future needs and jobs.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are Virginia's conservation needs in the areas of water, woodlands, soil and wildlife?	Take the class on a field trip to Claytor Lake State Park. Students will set up aquariums for science projects and for enjoyment during learning experience. Form children's interest groups(water, wildlife, and woodland): 1. write for information about areas of conservation, state and nationally. 2. research on conservation(found in school library and interviews from field trips). Learn songs and music on conservation theme. Individual reading from resources available.	Field trip--Claytor Lake State Park Materials: Aquariums(2) 1. fish 2. terrarium Songs: "Conservation, Conversation" "Shenandoah" ""For the Beauty of the Earth" "America the Beautiful"
2. What does conservation mean to you?	Listen to records and view filmstrips. Student investigation will initiate	Records: Rec. 08 079 080 083

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	a Big Book Project:(Class Project) In development of unit, each child will contribute one whole page. The book will include: 1. cutouts or drawings 2. scenes from impressions on conservation (water, wildlife, and woodlands). 3. Charts-water cycle food chain oxygen cycle 4. Maps-national forests state parks migration 5. Reports-uses of water and woodlands 6. Conservation career summaries(occupations) 7. Other ideas contributed by students.	Records: Rec. 111 115 Filmstrips: F-S105 - Pollution Materials for Big Book: Poster board-rings Paper 18"-24" Refer to bibliography: Sec. Wildlife of America Van Dersal-Lib. 333.7

BROAD OBJECTIVE: To help the children understand the water cycle, pollution problems and how people can work to improve and conserve water supplies.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What is the definition of water cycle? What importance is the cycle to conservation?	Big Book Project pictures: Ways of using water Water scenes Water cycle Careers in water Use and conservation	Concepts in Science(4th grade) Unit 3-Study View transparencies TR S21-2 The Water Cycle
4. How does government affect water conservation? 1. Federal 2. State 3. Local	Saltville(investigate problems in pollution). Write agencies for info. Invitation to city business men to talk to students. Reporting on letters on information sought.	Resource people:(Naturalist, geoligist, archeoligist, etc. available in area-VPI) 1. Park officials 2. Business men(local)
5. What areas of work are involved in conserving water?	Reports from water interest groups. Add valuable information to individual folders. See films	Films.(Radford film library) What Makes Rain(McGraw) Water Cycle(EBF) Water for the Community(Coronet) Water Purification(AIMS
6. How is water used in recreation?	Field trip-Claytor Lake (Interview workers on tape) 1. Claytor Lake 2. Purification Plant	Field trips: Claytor Lake State Park Purification Plant

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. How does water conservation affect the quality of the environment of living things?	Individual interest research. Read books in the library. Interest groups research developed around units main areas: 1. water 2. woodlands 3. soil 4. wildlife	Books: (School library) Carona, Philip B., Water, Follett Beginning Science Book. (333.9-C). Chicago. N.Y. 1966. Green, Ivah., Water, Coward-McCann (333.9G) N.Y. 1958. Meyer, Jerome S., Water At Work, The World Publishing Co., Cleveland, Ohio, 1963. Stevens, Leonard A., The Town That Launders Its Water, Coward, McCann and Geoghegan, Inc., N.Y., 1971. Bauer, Helen, Water, Riches or Ruin, Doubleday & Co., N.Y., 1959.
	Take a field trip to Wytheville Fish Hatchery	Field trip: Wytheville Fish Hatchery
	Show filmstrip as needed to clarify and contribute to understandings and development of unit.	Filmstrips: (School library) F-S26 Water Conservation Today F-S7 Moisture & Precipitation in the Air. F-S86 Why Does It Rain, Snow, Hail and Sleet? F-S88 The Story of Rivers
	Show transparencies on the Water Cycle.	Transparencies: (School library) TR S21-2 The Water Cycle

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Students should do individual reading and research.	Books: Shannon, Terry, About the Land, the Rain and Us. Melmont, 1963. Shafted, George and Hefferman, L. W. The Water Story. Singer 1963. Blough, Glenn A. Not Only for Ducks: The Story of Rain. N.Y.: McGraw-Hill, 1954. Schneider, Herman and Nina. Let's Look Under the City. New York: William R. Scott, 1954. Dickey, About Rivers Delia, Rivers Corinae, Naden, Rivers

BROAD OBJECTIVE: To help children understand what type of people and jobs are involved in woodland and forest conservation.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. Why must our woodlands be preserved?	Field trip to Blueridge Parkway(interview rangers)	Field trip - Blueridge Parkway
	Show filmstrips on the forest.	Filmstrips: F-A32 Forests-A Renewable F-S89 Story of Mts. Resource F-S66 Telling Trees Apart F-S21 Forest Conservation
	Study and discuss oxygen cycle. Use units 4&5 - Concepts in Science-4th grade. Read and discuss.	Text: Concepts in Science-Grade 4.
9. What are the career opportunities in woodland conservation?	Read books. Individual and group work in Big Book. 1. charts on cycles 2. scenes of woodland use & conservation. 3. careers in woodland conservation & usage.	Books: (School library) Hyde, Wayne. What Does A Forest Ranger Do? Dodd, Mead & Co., N.Y. 1964. Thompson, Ernest. Trail of a Artist Naturalist, N.Y. Doubleday. Cosgrove, Margaret. Wonders of the Tree World. N.Y., Dodd Mead & Co., 1953. Podendorf, Illa. The True Book of Plant Experiments, Children's Press, 1960. Milne, Lorus J. & Margery. Because of a Tree. Darby, Gene. What Is A Tree. Benefic Press, 1957.
	Individual folder reports on career possibilities in woodland conservation.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Blough, Glenn O. Lookout for the Forests, A Conservation Story. New York: McGraw-Hill, 1955. Cormack, Marihelle B. The First Book of Trees. New York: Franklin Watts, 1951.
10. Why must soil be conserved?	Study unit of Concepts in Science-4th grade. View and study filmstrips.	Text: Concepts in Science-Grade 4 FS-90 Soil is for Growing FS-77 How Soil is Formed FS-24 Soil Conservation Today FS-22 Land Conservation Today
	Experiments in soil erosion and plant growth.	Equipment needed: Aquariums-5 gal.
11. In what ways may soil be conserved?	Individual and group projects and reports.	TR858-3 Erosion and Sedimentation
	Recording in individual folders on soil conservation career possibilities. Big Book Project(art, language, scientific facts)	
	Bank Project- (Conservation practices on eroded bank on school playground property) Ex.: Fill in and planting	Needed: Soil, bulbs, gardening tools and other plants.

BROAD OBJECTIVE: To help the children understand how all animal life is dependent upon man and his environment for survival and what conservation jobs are available in this area.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
12. How are living things and their environment interdependent?	Study unit 6 Concepts in Science-4th grade. Listen to records and view filmstrips. Assign individual reports on specific interests of students in particular animal groups. 1. birds 2. fish 3. land animals, etc.	Text: Concepts in Science-Grade 4. Rec. 01 Bird Songs Rec. 111 World of Nature Filmstrips: F-S104 National Wildlife Fed. TR4 Migration Routes in U.S. TR7 Birds of the Woodland FLP-7 Bird Life
13. How are living things adapted to their environment?	Correlate research with art, language arts, social studies in research groups to continue work on Big Book Project and individual investigation to build career awareness. Filmstrip and film-view and discuss. Field trip-VPI or Radford College(Geology Dept.)	P18 Sounds in the Woods P24 Common Land Birds of North America F-S76 Animals and Plants of the Forest F-27 Wildlife Conservation Today Field trip-VPI or Radford College(Geology Dept.)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATEIAL
14. What part is man playing in the conservation of wildlife?	Invite older people in community to school to share with students changes in natural resources of land and animals during their lifetime.	Order copies of The State of Virginia's Environment an analysis and recommendation by the Governor's Council on the Environment, Richmond, Va.
15. What careers are related to wildlife conservation?	Chart and map activities will be based on geographical areas, migration and cycles included in study and research.	Work and art materials: Paper(colored and white) Crayons Magic markers Tempera paint Cardboard
	Invite county game warden and agent to present ideas of jobs and responsibilities in wildlife conservation.	County Game Warden Industry Environment Virginia Governor's Office Division of Industrial Development State Office Building Richmond, Virginia 23219
	Have the students read and study the magazine and books about wildlife.	Magazine: Virginia Commission of Game and Inland Fisheries. Virginia Wildlife Richmond, Virginia 23230 Books: Thompson, Ernest. Trail of an Artist-Naturalist. New York: Doubleday. Green, Ivah. Wildlife in Danger. New York: Coward, McCann, 1960.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Barber, Will. Winter-Sleeping Wildlife. New York: Harper and Row, 1958. Seton, ERnest, Thompson, Animal Tracks and Hunter Signs. New York: Doubleday, 1958. Hess, Lilo. The Curious Raccoons. New York: Charles Scribner's Sons, 1968. Dersal, William R. Van. Wildlife for America. New York: Walck, 1949. Barber, Will. Wildlife in America's History. Washington, Robert D. Luce, 1962. Berrill, Jacquelyn. Wonders of Animal Nurseries. New York: Dodd, Mead, 1968. Selsam, Millicent. Animals as Parents. New York: Morrow, 1965. Hornblow, Leonora and Arthur. Animals Do the Strangest Things. New York: Random House, 1964.
16. What have we learned about conservation opportunities and needs of environment?	Students read books in the library. Role playing activities to be planned by students.	Books: Hogner, Dorothy Childs. Conservation in America. Lippincott Co. New York: 1958. Smith, F. C. The First Book of Conservation. Franklin Watts, Inc. New York: 1954. Laycock, George. Wild Refuge. American Museum of Natural History, The Natural Press, Garden City, N.Y. 1969.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
A puppet stage will be built: 1. Plays written by students on topics: a. Water Conservation b. Woodland Conservation c. Wildlife Conservation 2. Puppets made to play roles created. 3. Write stories about some of the ways man has either improved or harmed the environment for living things. Include in Big Book and individual folder collection. 4. Present interesting stories, poems and drawings of students' thoughts and conclusions. (Use bulletin board for display throughout unit for complete involvement of students. Vocabulary enrichment to be incorporated throughout study to cover broad spectrum of occupations and general terms. Students to use tapes of interviews and snapshots taken during unit development to summarize understandings and awareness of objectives. Reports and pictures may be placed on bulletin board, Big Book or individual collection folders.	Materials needed: Cardboard Cloth-needle-thread Old light bulbs or towel rolls for heads Newspapers Wheat paste or flour paste Old socks Tempera paint-brushes

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(Water and Soil)

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Schneider, Herman and Nina. Let's Look Under the City. New York: William R. Scott, 1954.

(Woodlands)

Blough, Glena D. Look Out for the Forests, A Conservation Story. New York: McGraw-Hill, 1955.

Cormack, Maribille B. The First Book of Trees. New York: Franklin Watts, 1951.

Cosgrove, Margaret. Wonders of the Tree World. New York: Dodd Mead and Co., 1953.

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Seton, Ernest Thompson. Animal Tracks and Hunter Signs. New York: Doubleday, 1958.

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Washington, D. C., Department of Interior. Career Employment in the National Park Service, 1961.

3. Magazines:

Virginia Commission of Game and Inland Fisheries. Virginia Wildlife. Richmond, Virginia, 23230.

4. Filmstrips:

(Water)

F-S-105 Pollution
F-S-26 Water Conservation
F-S-7 Moisture and Precipitation in the Air
F-S-86 Why Does It Rain, Snow, Hail and Sleet?
F-S-88 The Story of Rivers

(Woodlands)

F-A32 Forests-A Renewable Resource
F-S89 Story of Mountains Resource
F-S66 Telling Trees Apart
F-S21 Forests Conservation

(Soil)

F-S90 Soil is for Growing
F-S77 How Soil Is Formed
F-S24 Soil Conservation Today
F-S22 Land Conservation Today

(Wildlife)

F-S104 National Wildlife Federation
F-S76 Animals and Plants of the Forest
F-S27 Wildlife Conservation Today

5. Films: (Radford College Film Library)

   What Makes Rain (McGraw)
   Water Cycle (EBF)
   Water for the Community (Coronet)
   Water Purification (AIMS)

6. Transparencies: (School Library)

   TR S21-2 The Water Cycle
   TR 858-3 Erosion and Sedimentation

7. Film Loop: 7 Bird Life

8. Records: (School Library)

   08 01 Bird Songs
   079 Songs of America
   080 Patriotic
   083 Strike Up the Band
   111 World of Nature
   115 Sounds of Animals

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: TELEVISION

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: Television 1

Television is a very important means of communication in the life of students today. An appreciation of the many skills needed in its development and productions is the aim of this unit.

A wide scope of learning experiences may be incorporated in the development of the unit, such as, art, science, language arts, social studies and music, with as much creativeness as possible.

BROAD OBJECTIVE: To help children learn the various kinds of skills, talents and careers used in the television industry.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How does television get into our homes?	Study units 1 and 2 in Science Concepts Grade 4	Text: Science Concepts Grade 4
	View filmstrips.	
	Have individual students or small groups set up investigations and experiments in: Unit 1 The Bounce of Sound Unit 2 The Bounce of Light	School Library: F S47 An Introduction to Sound. F S45 An Introduction to Light
	Review basic concepts of electricity. Show filmstrip.	F S83 Electricity-How Electricity Helps Us
2. What people make it possible for us to enjoy television?	Invite a local TV repairman to come to classroom and talk to students about the role of TV repair services and demonstrate with some of the tube testing equipment.	Resource person: TV repairman.
	Individual and group research on areas of interest motivated by repairman visit. Report topics: The Vacuum Tube; Television Tubes; Coil; Detectors; Live Plug; Antenna; Transistor; Speaker; Headphones.	Library resources and encyclopedia research.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Large chart to be made by students depicting occupations related to TV service and production.	Poster board Art materials
	Bulletin board developed by interest groups.	
	Pictures collected concerning world of television to be used in scrapbooks, reports, bulletin board display, etc.	Art Material Old magazines
3. Why do we have television networks?	Take a field trip to TV station WBRA	Field trip: WBRA
	Class plan interviews for students to have with workers in TV station.	Tape recorder Camera
	Discuss field trip observations.	
	Have oral reports on specific questions students had in interviews.	
4. What careers are found in television industry?	Students list careers that would be associated with the industry. Examples of careers students may become aware of: TV Salesman TV Repairman TV Installer	Research from sources including encyclopedias, FCC pamphlets and interviews.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Business Management Accountants Typists Stenographers Clerks Messengers Ticket Manager Schedule Manager Commercial Layout Tech. Time Salesman Stage Manager Floorman Set Designer Scenic Designer Sound Effect Tech. Broadcast Tech. Development Engineer Make-up Tech. Actor-Actress Producer Announcer Cameraman Technical Director Audio Engineer Scriptwriter Lighting Engineer Chief Engineer Film Editor Program Director Station Manager Newscaster Newswriter Education Director Public Affairs Director	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What talents do I have that may fit into the work of television?	Divide into interest groups or in teams of 2.	
	Create presentations for role playing.	
	Build large TV screen for presentations.	Large refrigerator cardboard box.
	Make occupation packs for various jobs and TV careers.	Art materials Paint Paint brushes, etc.
	Write scripts, cue cards, news reports, weather reports, plays, advertisements, sports specials, etc.	Collection of objects and materials for forming occupation packs brought from home or other community sources by students and parents.
	Role play live productions to interested audience with lots of practice. Include as many areas of jobs in TV work and entertainment as possible for fun and development of understandings.	Resource books in library: Gould, Jack. All About Radio and Television. Dudey, Nancy. Linda Goes to a TV Studio. Buchheimer, Haomi. Let's Go To A TV Station. Brandwein, Paul F. Concepts in Science.
	Students read books about radio and TV.	
	Have students use the occupation packs to role play various careers in TV and radio industry.	

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2. Filmstrips:

FS47 An Introduction to Sound.

FS48 An Introduction to Light.

FS83 Electricity-How Electricity Helps Us.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE WORLD OF WORK

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
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INTRODUCTION TO: The World of Work

This World of Work unit is designed for the fourth grade class as an introduction to the different types of work available.

The children will get an over-view of many types of occupations and the qualifications necessary to do the work. Each child will begin to think about the types of jobs which interest him.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
How many different jobs can you list?	Pre-inventory. Child lists all jobs he can recall to be compared at end of year with a similar list. Art project - drawings and cut and paste pictures of mom or dad at work.
THIS IS MY LIFE unit's Culminating Activity series as a motivating activity if these units are taught in sequence.	

BROAD OBJECTIVE: To help children become aware of the world of work.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What talent do I get from mom and dad?	View filmstrip, "What Else Do Mothers Do?"	Filmstrip: "What Else Do Mothers Do?" ECF202(The Wonderful World of Work Series 4-6)
2. What does your mother do?		
3. What does your father do?	Filmstrip-view and discuss.	Filmstrip: "What Else Do Fathers Do?" ECS201(The Wonderful World of Work Series 4-6)
	Discussion of what the students' fathers do.	
4. What do other people do?	Take picture of parent at work.	Camera-film
	View and discuss filmstrips on jobs.	Filmstrip:(A778-3) "What Is A Job"? SVE(SRA) "What Are Job Families"? (A778-4) SVE(SRA)
5. What jobs interest you?	Children bring in pictures and clippings for bulletin board over display.	Pictures of workers.
6. How many jobs can you list? Parents' jobs may be used here. Each child may interview parents about their work and make up their own skit to play that role in school.	Continued on individual basis.	Filmstrips:(ECF204-213) 204-Electrical Services 205-Gas and Oil Services 206-Telephone Services 207-Transportation 208-Manufacturing 209-Personal Services 210-Commerce
	View filmstrips related to their interest area. Have tour of library for sources of material.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Children were interviewed by class on jobs of parents.	211-Natural Resources 212-Instrumentation 213-Chemicals Library tour-Librarian
7. What do(_____) do? (role models representing interests of the interest groups) a. likes and dislikes b. hrs. and wages c. qualifications d. tie-in with education and specific subjects.	Bring role models(representing interest area) to be interviewed by the class.(Group method)	Role models from the community.
	Encourage role models to invite children to watch them at work. Take photo.	Camera Film Individual field trips-bus tours to view jobs and work in community of school and throughout the city.
	Each interest group construct shadow box scene.	Boxes and trivia
	Each interest group pantomine/ role play jobs in interest area. Alternative method: Audio-visual center for small groups and individuals may be used to view filmstrips and conduct research on job areas available. Each interest group compile a summary of that group's experiences. If there is an interest group related to secretarial work, that group could duplicate and distribute the summary reports. These reports	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	could be added to each child's career booklet. Individual reading. Throughout entire unit the available books may be checked out for interest. Parents may be invited to visit class and share their talents for a particular area of work.	Books: I Want To Be Books by Carla Greene(K-4)42 titles-1st grade Let's Go Community Books (2-4 reading level)19 titles. Let's Go Business and Industry (2-4 reading level)7 titles. Let's Go Transportation and Communication (2-4 reading level)6 titles. Let's Go To A Fish Hatchery Let's Go To A National Park What Does A Do (4-6 reading level)5 titles. From Occupational Information Materials Project in Ga. The Making of Grandpa's Patriotic Teeth Johnny and the Park Ranger My Sister Is A Dental Assistant Susie Two, The Shirt Maker Plus Uncle Is A Welder My Daddy Is An Ambulance Driver My Mother Is A Practical Nurse

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I Know a books. Putnam.

Let's Go books. Putnam.

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Our Working World: Families at Work. SRA, 1964.
Our Working World: Cities at Work. SRA, 1966.

Shay, Arthur. What Happens books. Reilly and Lee.

Wilkinson, Jean. Come to Work With Us books. Sextant Systems.

2. Filmstrips:

"The Wonderful World of Work series, 4-6." Denoyer-Geppert, 1969.
"Foundations for Occupational Planning" series. SVE, 1969.
"Community Workers and Helpers" series. SVE, 1971.
"Workers" series. Coronet, 1972.
"Community Helpers" series. Educational Reading Services, 1969.
"Workers for the Public Welfare" series. Eye Gate, 1961.

3. Study Prints:

Neighborhood Friends and Helpers. SVE, 1965.
Modern Workers, Set 1 and Set 2. Owen, 1967.
Community Helpers-Picture Packet. Standard, 1966.
Community Friends. Beckley-Cardy.
Community Friends. Instructo.
People We Know. Instructo.

4. Kit:

Focus on Self-Development, Stage Two: Responding. Science Research Associates, 1971.

5. Briefs:

Occupational Briefs. (400 titles) SRA, 1968-72.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: JOBS IN VIRGINIA

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Jobs In Virginia

This unit is designed for the fourth grade class. Since they study the history of Virginia, this unit on Jobs in Virginia will correlate very well with the subject matter. The unit will give an over-view of job opportunities in Virginia which stem from geographical factors of the State.

BROAD OBJECTIVE: To help the children become aware of job opportunities that stem from geographical factors in Virginia. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What job opportunities would be found in the mountains and valley?	Bulletin board showing: coal mining coal trains and trucks farming different industries (foundry- textile, furniture, chemicals, quarrying, etc.) recreation-forest ranger, naturalists, geologist, archeologist.	
	ITV lesson(video taped) on coal fields and filmstrip.	ITV lesson from Geography of Va. Lesson No. 25(Coal Fields) Filmstrips: "Mining and Industry" Coronet "Fishing and Mining-Two Extractive Industries"
	Individual reading	Books: "Forests-A Renewable Resource" I Want To Be A Coal Miner Children's Press Markun, Patricia, The First Book of Mining, Watts, 1959. Caudill, Rebecca, My Appalachia, Holt, Rinehart, and Winston, 1969. Brooks, Maurice, The Appalachians, Houghton Mifflin, 1965.
	Field trips to Blue Ridge Parkway-interview park ranger and naturalist.	Field trip-Blue Ridge Parkway

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Construct models of different kinds of mines, furniture, etc.	Material for models
	Role play(miner, trucker, forest ranger, etc.)	
	Field trip to Pocahontas Exhibition Mine(if field trip impossible, order pictures and written information to look over and study).	Field trip-Pocahontas Exhibition Mine or pictures and written information.
	Archeologist bring artifacts to school.	Archeologist
2. What job opportunities would be found in the Piedmont section?	Bulletin board showing tobacco farming, furniture making, textile industry, chemical industry.	
	Take field trips to a furniture factory and a textile industry.	Field trips-furniture factory and textile industry.
	Show film on Virginia's agriculture.	Films:(From regional film library) Education Motion Pictures for Virginia's Public Schools: "New Fields in the Old Dominion"
	Show ITV lessons on Piedmont industry and agriculture (video taped)	ITV Lessons from Geography of Virginia Lesson No. 17
	Have models of tobacco farm, curing, manufacturing cigarettes.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What job opportunities would be found in the Tidewater section of Virginia?	Bulletin board showing commercial fishing, naval training station, shipyards, Virginia beach, tourist business, military posts, peanuts and hogs.	
	See video-taped ITV lessons on the Eastern Shore and ports and shipbuilding.	ITV lessons from Geography of Virginia, (from WBRA TV in Roanoke) Lessons No. 4,5,11,12
	View films about the commercial fishing industry, naval training station, and the shipyards.	Films from Educational Motion Pictures for Virginia's Public Schools 1. Marine Invertabrates of the Chesapeake Bay 2. Commercial Fishing in the Chesapeake 3. Shell fishing in the Chesapeake Bay 4. Virginia's Fishing Industry 5. The Oyster and Virginia
	View filmstrip on Chesapeake Bay.	Filmstrip: 250-5 SVE The Chesapeake Bay Area: A Case Study
	Suggested creative writing: motivated by reading poems about ships and the sea; some children could draw large pictures of ships while others write poems.	Drawing paper.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Construct models or displays of shipyards, naval training station, bay-bridge tunnel, large bridges.	Scrap lumber Clay Play dough Elmer's glue Boards/cardboard
	Use sea shells to make ornamental plaques.	Seashells(children bring)
	Role play commercial fishing.	
	Songs-introduce and sing.	New Music Horizons, Silver Burdette. "Down in a Coal Mine" "Freight Boats" "Men at Work" "Peanut Picking Song" "Rich Harvest"
	View filmstrips about Virginia	Filmstrips: Industry and Commerce in Virginia Agriculture in Virginia
	Map activities: Figure distances from Radford to other places in the state.	Road maps of Virginia for each child.
	Make relief maps of Virginia (individual projects)(2 parts flour, 1 part salt, enough water to mix). Paint the Tidewater, Piedmont, Mountains and Valley different colors.	Materials: Wax paper(to trace outline) Flour Salt Cardboard Paint

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make an industries map of Virginia(class project). Mural showing industries and jobs in Virginia in the three sections.	Magazine cut-outs Poster board Roll of paper.

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Let's Go Business and Industry Books (2-4, 7 titles)

Let's Go Community Books (2-4, 19 titles)

Let's Go Transportation and Communication Books (2-4, 6 titles)

Let's Go To A Fish Hatchery

Let's Go To A National Park

2. Filmstrips:

This Is Your Life
The World of Work
Jobs in Virginia

SRA:

A Very Important Question, Focus on Self-Development Kit, Responding, Stage 2.

What Else Do Mothers D¢? (ECF202) (The Wonderful World of Work Series, 4-6)

What Else Do Fathers Do? (ECF201) (The Wonderful World of Work Series, 4-6)

What Is A Job? (FSA778-3)

What Are Job Families? (A778-4)

Services: Electrical, etc. ECF 204-213

Mining and Industry Coronet
Fishing and Mining-Two Extracting Industries

Filmstrips - Continued

SVE 250-255

The Chesapeake Bay Area: A Case Study
Industry and Commerce in Virginia
Agriculture in Virginia

3. Films:

(Regional Film Library) Educational Motion Pictures for Virginia's Public Schools:

New Fields in The Old Dominion

Marine Invertabrate of the Chesapeake Bay

Commercial Fishing in the Chesapeake

Shell Fishing in the Chesapeake Bay

Virginia's Fishing Industry

The Oyster and Virginia

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: WHO WORKS FOR THE CITY

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: WHO WORKS FOR THE CITY

Who Works For The City is a unit designed for nine to eleven year old children. This unit specifically defines the framework of a city-manager type of government and explores job opportunities within that framework.

OBJECTIVES

1. The student will identify what constitutes a city and the basis for Radford's government, the charter.
2. The student will become aware of the interdependence of people and their need for government.
3. The student will become aware of divisions of the governmental organization of his city.
4. The student will identify the qualifications and responsibilities of the elected and appointed jobs available in the city's government.
5. The student will become cognizant of the economics involved in the operation of a city government.
6. The student will identify himself with services provided by the city.
7. The student will recognize his own responsibility as a citizen of his city.
8. The student's growth in self-discipline will be evidenced by his ability to keep materials together over a period of time and to organize these materials into a meaningful booklet.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where do you live?	Slide presentation of Radford.	Slides from Radford High School library.
2. What is a city?	See filmstrips Read definition of a city in the Constitution of Virginia.	Filmstrips: Understanding Your Community - Series, Eye-Gate, 1971. Constitution of Virginia (Articles)
3. What is a charter?	Read and discuss.	Constitution Dictionary
4. Why do we need a system of government?	Detailed discussion	Text: The Social Sciences, Grade 4, Harcourt Brace, 1970.
5. What form of city government does Radford have?	Read and discuss.	Charter of the City of Radford.
6. What divisions are there in the government organization? A. Elected 1. City Council 2. Commissioner of Revenue 3. Clerk of the Court 4. Commonwealth Attorney 5. City Treasurer 6. City Sheriff	Make a chart of government organization for a large bulletin board - with plenty of room to add information about duties and qualifications of each position as the information is obtained. Make individual charts. Show film.	Film: Our City Government, Film Associates, 1966.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
B. Appointed by City Council 1. City Manager 2. City Clerk and Auditor 3. Municipal Judge 4. City Attorney 5. City Physician 6. City Magistrates 7. Boards and Commissions a. School Board 1. Superintendent 2. Teachers b. Library Board c. Recreation d. Board of Zoning Appeals e. Interracial Council f. Child Care Board		
C. Appointed by the City Manager 1. Transportation a. Bus b. Shop 2. Utility Billing 3. Fire 4. Water a. Sewer b. Filtration Plant	Study the techniques of a good interview. Role playing - practice interviewing for the various jobs.	Exploring in English, 4 Laidlaw, 1972.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. Custodian 6. Engineer 7. Police 8. Electricity 9. Streets a. Sewage Collection b. Refuse Collection 10. Animal Control 11. Storekeeper		
7. What are the duties and qualifications of each of the city employees?	Committees formed to investigate (1) elected positions, (2) council appointed positions, (3) boards and commissions, (4) City manager appointed positions,(4 jobs), (5) City manager appointed positions (4 more jobs). Investigate by: 1. Interview - in the classroom, or on the job with tape recorder or video tape recorder. 2. Read the City Code 3. Read the City Charter 4. Report to the whole class their findings and assemble this information on the class bulletin board.	Code of City of Radford, Virginia Charter of City of Radford

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	5. On an individual basis, students will make a booklet containing data on the city, its employees, and current news items. Materials for booklets could be kept in individual folders in a filing box until all material is assembled.	Folders Filing box (cardboard box) Newspapers: The Radford News Journal The Radford Messenger The Roanoke Times
	6. Field trip to City Council Meeting, Municipal Building, Jail, Filtration Plant.	
	7. See Film Loop.	Film Loop: City: Occupations, Singer.
	8. See Filmstrips.	Filmstrips: Workers for the Public Welfare series, Eye Gate. People Who Help You series Scott, 1972. Community Workers and Helpers series, SVE, 1971. (with cassette)

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	9. Listen to records	Records: Classroom Journeys series, Educational Reading Services, 1971.
	10. Show films.	Films: Cities and Government - Governing Our Local Community, (47904 Cities and Protection - Protecting Lives and Property, (82004) Our City Government (41904)
	11. Read in library books	Books: see bibliography
8. Where does the city acquire the money to pay these employees?	Resource person	
9. How is the money apportioned?	Resource person Show film	Film: Our Community Services, (51409) Our Community, EBF, 1952. (84304)

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
10. What services do you and your family receive from the city government?	At school, child makes list of services. At home he goes over the list with parents and adds to list. Check list in class and complete. Add to child's folder. Make class chart.	
11. What is your responsibility as a citizen of Radford?	Child and his parents discuss and list their responsibilities as citizens of the city. Add to folder. Class chart.	
	Make covers and assemble booklets.	Construction paper.

BOOKS

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Brindge, Ruth. All About Courts and the Law. Random, 1964.
Brown, David. Someone Always Needs a Policeman. Simon & Schuster, 1972.
Buchheimer, Naomi. Let's Go To The Firehouse. Putnam, 1956.
Chapin, Cynthia. Squad Car 55. Whitman, 1970.
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Floherty, John. Behind the Silver Shield. Lippincott, 1957.
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2. Documents:

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3. Filmstrips:

Community Workers and Helpers series (SVE, 1971) (with cassette)
People Who Help You series, Scott, 1972.
Understanding Your Community series, Eye Gate, 1971.
Workers for The Public Welfare series, Eye Gate.

4. Films:

(Educational Motion Pictures for Virginia Public Schools)
Cities and Government - Governing Our Local Community (47904)
Cities and Protection - Protecting Lives & Property (82004)
Our City Government (41904)
Our Community (84304)
Our Community Services (61409)

5. Film Loop:

City: Occupations (Singer) CFL-2
City: Policeman (Singer) CFL-3

6. Newspapers:

Radford Messenger
Radford News Journal
Roanoke Times

7. Record: (School Library)

Classroom Journey Series

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: EATING OUT - THE RESTAURANT

APPROXIMATE GRADE LEVEL: GRADE 4

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. BUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: EARING OUT -- THE RESTAURANT

This unit on eating out is designed for nine to eleven year old children. It is designed to teach the student the nutritional value of a properly balanced daily diet and to enable him to select a balanced diet. It will include the importance of a congenial atmosphere and good table manners. He will have the opportunity to become aware of the career opportunities available in the restaurant business and to evaluate his preference and suitability for one of the occupations.

OBJECTIVES:

1. The student will identify the four basic food groups and the nutritional requirements of a daily balanced breakfast, lunch, and dinner meal.

2. The student will discover his own body's need for nutrients. Hopefully, this will motivate him to select a balanced diet for consumption, when given the opportunity.

3. The student will udnerstand the value and importance of a congenial atmosphere during a meal and his part in providing that atmosphere.

4. The student will learn appropriate table manners and their value in a variety of situations.

5. The student will discover occupational information about the various jobs in a restaurant.

6. The student will become aware of the economics involved in operating a restaurant.

7. The student will become involved in decision making by choosing foods for diets and by choosing his job roles in the activities of the unit.

8. The student will relate the school curriculum to the requirements of the jobs in a restaurant.

9. The student will become aware of the importance of each work role portrayed in the operation of a restaurant.

10. The student will recognize the importance of punctuality, responsibility and following directions.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do you eat?	Keep a record of everything eaten for three days (on an individual basis).	
2. What are the requirements of a balanced diet? A. What are the four basic food groups? B. Which foods belong in the meat group? in the bread and cereal group? in the fruit and vegetables group? in the milk group?	1. Read in a text, or 2. Research in a source book 3. Make bulletin boards of the four food groups. 4. View film 5. Related filmstrips on producers of foods can be available for learning centers.	Text: Laidlaw, Health, 4, Chapter 8. Magazine pictures Charts from the Dairy Council Film: Eat For Health, EVF, 1958. Filmstrips: Dairy and Beef Cattle, (Agriculture and Industry series) Educational Reading Service, 1969. Filmstrips and Cassettes: Living on a Farm series, Coronet, 1972 A Cattle Ranch, A Dairy Farm, An Egg Farm, A Fruit Farm, A Vegetable Farm. The Foods We Eat series, SVE, 1971: How We Get Bread, How We Get Fruit, How We Get Meat, How We Get Milk, How We Get Poultry and Eggs, How we Get Vegetables.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Why does your body need nutrients?	Reports and discussion on proteins, carbohydrates, minerals, and vitamins.	Library books Text: Laidlaw, Health 4, Chapter 9. Study Prints: Food and Nutrition, David C. Cook, 1966.
4. Did you eat a balanced diet each of the three days you kept a record?	Student assigns each food he ate to a food group and decides if he had a balanced diet each of the three days.	
5. Which foods do you enjoy eating for breakfast?	Itemize foods children eat at breakfast. From their suggestions set up 2 or 3 balanced breakfasts.	
6. Why is breakfast important?	Read in a text or research from the library. Dramatize a story about a child who did not eat breakfast and one who did.	Text: Laidlaw, Health 4, Chapter 8.
7. What makes a good lunch?	Children plan a balanced school lunch with the help of the school dietician or previous school menus.	Resource person: School dietician

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. Do you eat a balanced lunch?	Form an A+ Lunch Bunch. Make an A+ Lunch Bunch bulletin board. If the child eats all his lunch each day, he puts on the bulletin board a 2 x 3" tray (construction paper) with his name on it. This can be done daily for a period of 2 or 3 weeks. Hint: Make a master of the trays and run off on the ditto, one sheet of construction paper at a time.	Construction paper.
9. What makes a good snack?	Class discussion which stresses nutritional snacks eaten at the proper time. List foods good for after school snacks and assign each to a food group. (Soft drinks will not fit a food group.)	Text: Laidlaw, Health 4, p. 128-29.
10. What's for dinner?	Each child can make a balanced menu and make a small poster of it. He could either draw or cut out pictures of the foods.	Magazines Food charts Poster board or drawing paper.
11. How can you make dinner a pleasant time?	Class discussion. List points developed from discussion. Points to be stressed: good table manners at home, school, and public	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	dining: learning to eat new foods: pleasant conversation: not using dinnertime as a 'family troubles' time.	
	Use filmstrip and record on manners.	Filmstrips and records from Learning About Manners Series, SVE: CFL4 Manners at Home. CFL5 Manners at School.
	Role play dinner conversation.	
12. Where else do we eat?	Discussion about different types of eating out: at grandmother's, at a friend's house, at a drive in, and at a restaurant. Lead the discussion toward the restaurant and the jobs available in a restaurant.	
13. What are the jobs in a restaurant?	List jobs available and make plans for resource people, preferably from the families of the students.	Resource people: waitress, cook, chef, dishwasher, manager, hostess, cashier, busboy.
14. How do we interview our resource people?	Individuals should start to develop a list of questions they want to ask and add to the list as they learn more about the jobs.	Text: Exploring in English, Laidlaw, 1972, p. 32.
	Role play interviewing for practice.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
15. What is it like to be a _____? (waitress, chef, waiter, cook, cashier, dishwasher, etc.)	1. View filmstrips 2. Listen to cassettes. 3. Read books. 4. Interview resource people by bringing them into the classroom, by field trips to a restaurant, or on-the-job interview by tape recorder or video-tape recorder.	Filmstrips: My Mother Is A Waitress. (Mothers Work, Too series) IFC, 1968. The School Cafeteria Workers (Occupational Education series) Eye Gate, 1965. The Waitress (Occupational Education series) Eye Gate, 1965. Filmstrips and Cassettes: Workers Who Provide Food (Workers series) Coronet, 1972. Books: See Bibliography Resource people: Waiter Waitress Chef or Cook Hostess Cashier Busboy Dishwasher

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
16. What is the role of the manager/owner? A. What is profit-margin? B. Why does a restaurant manager buy from a wholesaler? C. What determines the amount of food to be bought and prepared? D. How are salaries determined? What part does tipping pay?	Interview restaurant manager.	Restaurant manager or owner Elementary Economics Guide, Grade 4.
17. What does it cost to eat out?	Examine a restaurant menu. Determine the difference in the cost of a restaurant meal and the same meal prepared at home.	Resource person: A mother, or each child's own mother.
18. Shall we eat out?	Create a restaurant in the classroom, school lunch room, or wherever space is available. 1. Students assume roles of all workers in the restaurant. They could apply for the jobs.	Application forms.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	2. Students plan the menu for a meal (breakfast is suggested)	
	3. Students consult with school dietician for purchase of food, figuring the cost to determine the prices of items on the menu, and the amounts needed.	Food purchased by the school cafeteria from school funds.
	4. Students can make their own place mats and set the table.	Construction paper Crayons Magazine pictures.
	5. Students in their chosen roles prepare and serve the meal to themselves and clean up.	Materials will depend on the meal planned. Play money is suggested for paying the cashier.

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2. Banks, Marjorie. How Foods Are Produced.
3. Berry, Erick. Eating and Cooking Around the World, John Day, 1963.
4. Buehr, Walter. Salt, Sugar and Spice, Morrow, 1969.
5. Burt, Olive. Let's Find Out About Bread, Watts, 1966.
6. Byrd, Neilson and Moore. Health 4, Laidlaw, 1966.
7. Eberle, Irmengarde. Basketful: The Story of Our Foods, 1946.
8. Elementary Economics Guide, Grade 4. (Virginia State Guide)
9. Greene, Carla. I Want To Be A Restaurant Owner, Denison, 1968.
10. Hand, Harsh, et al. Exploring in English, Laidlaw, 1972.
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12. Johnson, Lois S. What We Eat, Rand McNally, 1969.
13. Jupo, Frank. Nothing To Eat But Food, Dutton, 1954.
14. Lattin, Gerald W. Careers In Hotels and Restaurants, Walch, 1967. (for teachers)

Film:

Eat for Health, EVF, 1958. (55204)

Filmstrips: (directly related to unit)

1. Food We Eat series (with cassettes)
   How We Get Bread
   How We Get Fruit
   How We Get Meat
   How We Get Milk
   How We Get Poultry and Eggs
   How We Get Vegetables

2. Learning About Manners series SVE, 1970.
   Manners at Home (with record)
   Manners at School (with record)

3. Occupational Education series, Eye Gate, 1965.
   The School Cafeteria Worker
   The Waitress

4. Workers series, Coronet, 1972.
   Workers Who Provide Food

Filmstrips: (indirectly related to unit)

Dairy and Beef Cattle (agriculture and industry series, ERS, 1969.
Living on a Farm series, Coronet, 1972 (with cassettes)
5 Titles

Study Prints:

Food and Nutrition, David C. Cook, 1966. (12 pictures)